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Four Years of the Study Abroad Preparation Course: What Have We Learned?

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In 2012, Kwansei Gakuin University (KGU) won a Ministry of Education, Culture, Sports, Science and Technology (MEXT) Global 30 grant based on their proposed plan for increasing the number of students it sent overseas on study abroad programs. The Special Project in English Study Abroad course was created as one of a number of initiatives made for the Language Center with the aim of meeting the targets outlined in the Global 30 grant application. The course was planned and the proposed syllabus approved in 2013 with the first lesson taught in the spring semester of 2014. As part of the planning process a survey was given to students intending to study abroad prior to their departure with the aim of identifying student weaknesses and desired areas of study. Now, four years after the course was introduced, a second survey targeting students who have studied abroad since 2014 has been conducted to determine: 1) Have the aims of the course that were proposed in 2013 been achieved? 2) What changes could be made to improve the course going forward?

BACKGROUND & DEVELOPMENT OF THE STUDY ABROAD COURSE **The global forces impacting study abroad**

Three decades ago, Peter Drucker (1994) predicted that a shift to knowledge-based workers would result in enormous social challenges and that knowledge would become a key resource for both the military and economic strengths of a country. Recognizing the societal challenges it faces, the Japanese government has taken action to address these through policy changes designed to transform its education system. One of the main initiatives of the government's Growth Strategy is to develop Japanese youth into "globally competitive human resources" (Japan Ministry of Education, Culture, Sports, Science and Technology [MEXT], 2013). The government has proposed to improve the global status of Japanese universities by placing ten Japanese universities into the top 100 world universities by the year 2023. The government also aims to double the number of Japanese university students studying abroad from 60000 to 120000 by the year 2020 (MEXT, 2013). These policies by the Japanese government clearly demonstrate that the government considers a large increase in the number of university students who study abroad as necessary in helping to create Japan's 21st century knowledge worker, and thereby maintain their global economic position.

Supporting the need for a preparation course prior to studying abroad

With an increasing awareness in the international community for the need to develop global citizens (MEXT, 2013), the number of university level students

studying abroad worldwide has increased rapidly from 1.7 million in 2000 to 2.5 million in 2006 with a projected 8 million by 2025 (Jackson, 2013). Similarly in Japan, there has been a recent trend of continual increases in the numbers of students studying overseas as a result of government initiatives implemented since 2011 (Bradford, 2015). This increased importance placed on studying abroad, has resulted in a corresponding increased awareness amongst researchers (Freed, 1995; Jackson, 2008; Pérez-Vidal, 2014) for the need of well-designed research studies, which determine the real benefits of study abroad (SA) to the students. It is generally accepted that SA changes students' linguistic abilities, motivation to learn, and beliefs about language learning, as well as their intercultural awareness (Pérez-Vidal, 2014). However McKeown (2009) describes the unquestioned acceptance of these benefits, as making SA a "media darling" whose sex appeal prevents scrutiny. In specific terms of the linguistic impact of SA, Jackson (2013), similarly questions these assumed benefits and suggests that more carefully-controlled and in-depth empirical studies are required to address the benefits of SA to language learners.

To redress this lack of published research, Freed (1995) wrote *Second Language Acquisition in a Study Abroad Context*, in which she summarized the extant research findings, which had been published on the topic to that point in time. The findings from this initial publication, although mixed, in general support the concept that SA improves language fluency (Freed, 1995). Freed (1995) states that in comparison with students who do not participate in SA, "...these [SA] students appear to speak with greater ease and confidence, realised by a greater abundance of speech, spoken at a faster rate and characterised, correspondingly by fewer dysfluent-sounding silent and/or filled pauses" (p. 26). She further suggests that SA students are more "native like" in speech and more likely to attempt to express complex thoughts than non-SA students (Freed, 1995). In addition to these reported linguistic benefits, SA has also been demonstrated to provide cultural and personal development benefits to the participants (Jackson, 2008). For example, Dehmel, Li, and Sloane (2011) reviewed several previous studies (specifically, Gmelch, 1997; Hadis, 2005; Milstein, 2005; Gray et al., 2002; and Kitsantas, 2004), and concluded that SA programs positively impact, personal development and growth, increase intercultural awareness and increase motivation to participate in more international activities or to cultivate "global mindedness".

These reported benefits, from participating on SA programs, justify the desire of institutions and governments to increase the number of students' who study abroad. However, Jackson (2008) describes as "woefully inadequate" the common practice of many SA programs to only provide a few hours of preparation to the students prior to their departure. Consequently, Jackson (2008) asserts that in order to fully maximise the study abroad experience, foreign language students require "comprehensive pre-sojourn preparation and on-going support, encouragement, and programmed experiential learning during the sojourn" (p. 221). This position is also held by Cushner & Karim (2004), who have demonstrated that well designed SA training programs can be beneficial in all stages of the study abroad experience. Furthermore, Coleman (1997) emphasises the need to provide adequate preparation for SA. The fact that the absence of preparation for study abroad is widely mentioned in the literature suggests that there is a need for the type of course

proposed by KGU as part of their plan to increase the number of students who decide to study abroad.

Catalysts for KGU study abroad course

In 2011, KGU, successfully applied for the MEXT Reinventing Japan, Global 30 grant, which was aimed at increasing the number of students studying abroad (Kwansei Gakuin University [KGU], Public Relations Office, 2012). The decision to apply for this grant stemmed from the realignment of KGU's principles into a new vision for the future in 2009 (KGU Public Relations Office, 2014). One main consequence of this funding was the realignment of the university's language programs towards both increasing the number of students studying abroad and also in preparing students for the study abroad (SA) experience. This included the creation of several new courses, including the course Project-Based Seminar in English (PSE) in English Study Abroad. The project outline provided by the Global 30 committee, requested that the proposed course; prepare students for their study abroad experience, and increase both the students' motivation and ability to study abroad.

Requirements of the study abroad course

The project parameters for the study abroad course were defined by the university as follows: the course would be offered as one of the Language Center's Project-Based Seminar in English (PSE) courses and given the identifying title of Study Abroad. This meant that the course would be taught at the Uegahara campus but, where practical, offered to students of every faculty and every campus. The course would be taught once per week for 14 weeks, with a maximum class size of 25 students. There was no restriction on eligibility for student entry to the course, for example, no English level requirement, no restriction by year, faculty or campus location. In addition, there was no requirement for the students to have applied for study abroad or preference given to those who had applied versus those who had not. The course needed to be flexible because students could be preparing for any of a variety of study abroad conditions. For example, the duration of the study abroad could be short term (4-8 weeks), medium term (one semester) or long term (two semesters or longer). Similarly, the students could choose among numerous destinations, both in terms of the countries they would study abroad in and the universities within those countries. Therefore, the final course content and structure needed to be able to adapt to every student's unique requirement.

Course goals as directed by KGU project committee

The project committee in charge of implementing the Global 30 project directed the course be a project-based, outcome-oriented, and active-learning style course. The stated aims were to:

- a) Encourage more students to "try" to go abroad, b) Push up English ability,
- c) Prepare the students with practical skills and knowledge for studying abroad, and d) Encourage more students to go on longer study abroad programs; i.e., longer than six months, specifically targeting the one year programs. (J. Okabe, personal communication, April 19, 2013)

Based on this mandate, a mission statement was created to drive the direction of the project, namely: *At the end of this preparation course every student should have a 6- or 12-month road map that will help to guide them through their study abroad*

journey and maximise their enjoyment of this life shaping experience. A short period of brainstorming and research was then conducted to determine what course contents and structure could achieve these stated goals.

Outline of the content and structure of the study abroad course

The final course structure was composed of three main themes, these are: the gathering of information about the student's selected country and university, the ability to discuss Japanese culture, and time management skills. The decision to select these three themes was based on, the existing literature regarding studying abroad, the results of a survey given to departing study abroad students in 2013, and consultation with an expert in the field of study abroad recruitment.

In the 2013 questionnaire, 113 departing KGU students were asked to select from a list of suggested topics all of the topics that they thought should be included in the new study abroad course. Content related to the student's chosen country and university was the most popular topic requested, with 75% of the respondents indicating they wanted this material included in the course. As a result of this student desire and literature to support its inclusion, knowledge of the destination country and university was included in the course content.

The questionnaire respondents indicated that: knowledge of Japanese culture, and the ability to discuss Japanese culture while studying abroad, was the second most desired topic with 70% of the students wanting it included in the course. This desire by the students for instruction in Japanese culture is supported by the study abroad literature which suggests that instruction in the student's own culture results in real benefits to the student's study abroad experience. For example, although Coleman (1997) suggests that the diversity of student destinations and experiences means preparation cannot be too specific, a cultural dimension would be helpful in solving some problems faced by all SA students. Jackson (2008) similarly, recommends the use of well-designed, inter-cultural communications courses that help students develop strategies for transitioning into a new culture. In addition, Jackson (2008) asserts that building up knowledge of the host culture is not enough, that "prior to a sojourn, it is important for participants to reflect on their own culture and culturally conditioned behaviour" (p. 227). Bennett (2009) includes the increased awareness of one's own culture as part of his definition for "intercultural learning" and asserts that cultural self-awareness is necessary in determining the cultural differences that allow intercultural learning to occur. Bennett (2009) notes that "if students do not have a mental baseline for their own culture(s), they will find it difficult to recognize and manage cultural differences." (p. 4). Therefore, in summary, the need to teach not just the host culture, but also the SA participant's own culture, is an important aspect of preparing students for the SA experience. To address this issue, a major component of the course is based on providing the students with greater knowledge about Japanese culture and also imbuing the learners with greater confidence with which to discuss this topic while abroad.

The final topic included in the study abroad course addresses student time management. This topic was added to the course despite being the least popular topic requested (53%) for inclusion in the course based on the responses to the 2013 survey of departing students. The decision to include the time management topic was made because the workload required of a KGU student studying abroad at an

overseas university was expected to increase compared to their regular workload studying in Japan. A second consideration was that it provided flexibility to the course schedule, that is, because this topic could be taught in a relatively short time, it could be omitted in the event of lost classes due to class cancellations.

Other components of the course included the use of a study abroad journal and a question and answer (Q&A) session with study abroad students. The purpose of the study abroad journal was to collect important and useful information for use during the study abroad sojourn. The purpose of the Q&A session was to provide students with access to international students currently participating on study abroad exchange and KGU students who had returned from study abroad. The aim was to allow the students preparing for study abroad to ask students with prior study abroad experience, focused and meaningful questions directly related to their own unique concerns about studying abroad.

Student assessment and course feedback

Most of the assessment of student grades was conducted through an evaluation of student output, via; an individual presentation, a group presentation, and the study abroad journal. In addition, student attendance, participation, and English use comprised 30% of the students' grades. These assessable course components utilised standardised rubrics to ensure students understood the task requirements and to minimise subjective grading. The assessment of student performance on the various tasks was conducted by the instructor, classmates/peers, and student self-assessment.

Student feedback regarding the effectiveness of the course was captured through an end of semester questionnaire and through weekly student comments written in a handout provided at the beginning of the course. Both of these instruments were able to capture feedback on the students' thoughts regarding the usefulness of the course and also in identifying areas for improvement.

Measuring the effectiveness of the course

The PSE Study Abroad course is currently finishing its eighth cycle, having been taught every semester since spring 2014. During this period 205 students have enrolled in the course and participated in course activities designed to prepare them for their study abroad experience. Although the course has been subject to several minor changes, the course content itself is largely unchanged. So the question that needs to be asked is has the course achieved its stated objectives, as they were determined prior to its inception? Furthermore, how can the course be changed to improve its mission statement and to improve the students' experience? To answer these questions a second survey was created with the aim of determining how prepared KGU students feel they were for their study abroad experiences. This survey was delivered online via the Center for International Education and Cooperation (CIEC) to every student who has participated in a study abroad since 2014. This included both those who participated in the PSE Study Abroad course and those who did not. The purpose of the survey is to compare the experiences of the students who participated in the PSE Study Abroad course with those who did not and determine if the course has improved the students' experience. A second goal of the survey was to elicit answers specifically regarding how successful the three sections of the course; country preparation, time management, and Japanese

culture were in improving the student's study abroad sojourn. The survey structure and analysis of the results will be discussed in the following sections of this paper with a final discussion aimed at evaluating the effectiveness of the course over the last four years and suggestions regarding what changes can be made to improve the course going forward.

METHODS

Creation and Dissemination of the Survey

The 2017 survey (Appendix) was separated into seven different sections, with each section designed to provide information about a different aspect of the course. The survey questions were first peer reviewed by a colleague for comprehensibility and to eliminate obvious errors, after which a KGU Language Center staff member translated it into Japanese. This allowed the final survey questions to be presented in both languages to improve student understanding. The questionnaire was created using Google Forms and disseminated online via a CIEC email to all KGU study abroad returnee students and also directly to all students who had completed the PSE Study Abroad course via the course Learner Management Software. Unfortunately, it was not possible to contact many of the students who had participated in a KGU study abroad program because they had already graduated.

ANALYSIS OF THE SURVEY RESULTS

Seventy-five KGU returnee students, of whom twenty-six had participated in the PSE Study Abroad course, responded to the survey. This means that the sample size is relatively small and self-selected, and cannot be considered statistically representative of the entire population of students who have participated in study abroad since 2014. However, the answers given by the students still provide a useful indication of whether the PSE Study Abroad course has met the aims set for the course. The results of the survey will be presented by section and then later compared and discussed.

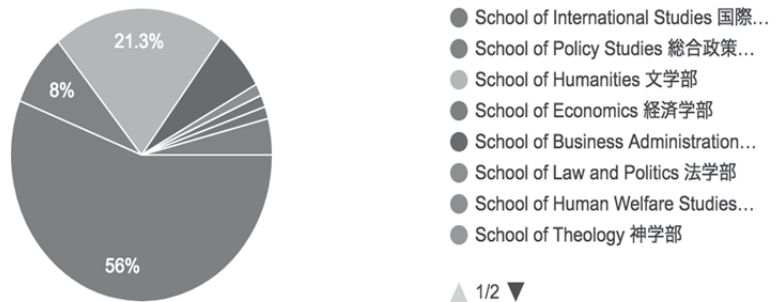
Section 1: Background information

Section 1 includes questions about the students' background information (Q. 1 - 4) and questions about the students' study abroad program (Q.5 - 7). This background information is basic administrative information about the students, which can be used to differentiate between age, faculty, and year of the student sample.

FIGURE 1
Faculty and Year of Study of Students Joining Study Abroad Programs

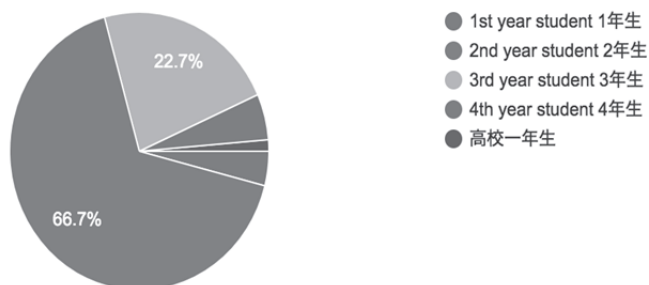
Q.3 What is your faculty? 学部名

75 responses



Q.4 Which year of study were you in when you departed for study abroad?
 留学に行った時の学年（複数プログラムに参加した場合、最も長いプログラムに参加した時の年齢を回答してください。）

75 responses

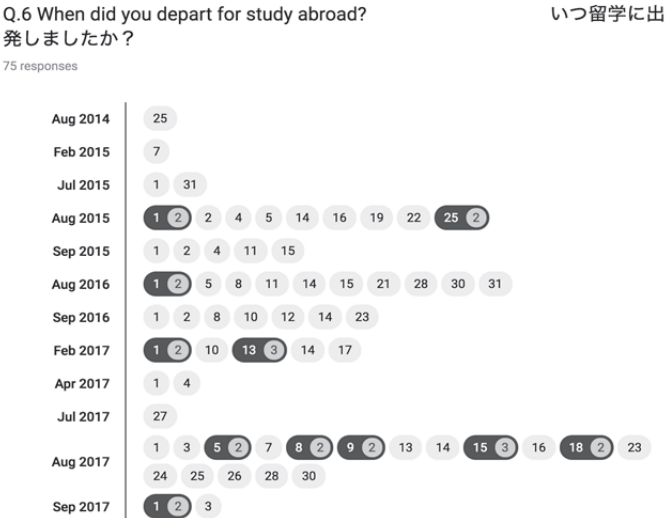


The main observation derived from this section of the survey is that the majority of study abroad respondents were enrolled in the School of International Studies (56%) with the second highest number coming from the faculty of

Humanities (21%). Moreover, most students (67%) studied abroad in their second year while nearly 23% of the survey respondents travelled in their third year of study. This suggests that any future advertising for the study abroad programs should target first year students in these two faculties with the aim of encouraging them to study abroad in their second and third years. It also suggests that the recruitment of students for study abroad from the other faculties needs to be re-examined to determine why so few students in those faculties are not choosing to study abroad.

The requested study abroad information (Q.6 and 7) is similarly intended to help find any differences between student experiences in different countries and for different lengths of stay.

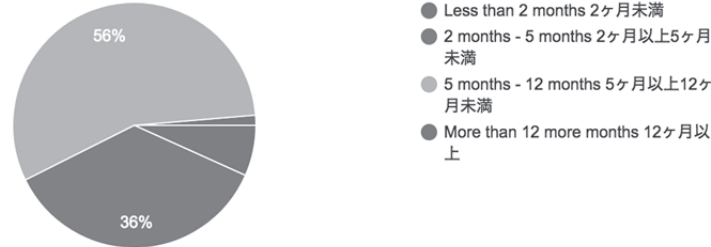
FIGURE 2
Student Departure Dates (Q.6) and Duration of Study Abroad (Q.7)



Q.7 How long was the study abroad program you went on?
らの期間留学しましたか？

どれく

75 responses



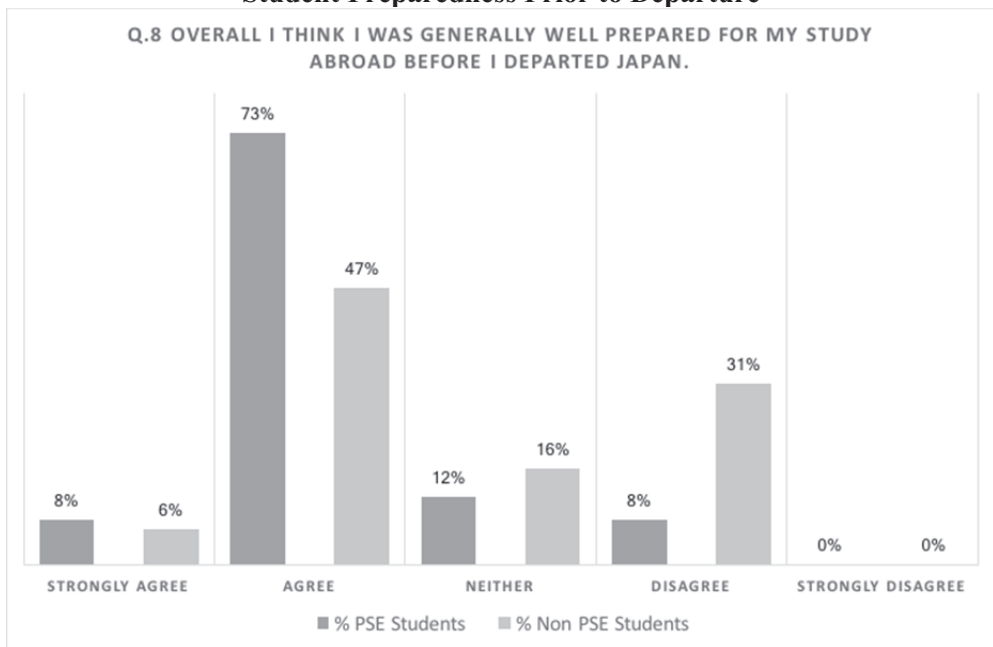
The most common period for students to depart on study abroad was in August and September. This suggests that the PSE Study Abroad course should be taught more frequently in the spring semester (April – July). However, this is not currently the case, with two courses available in the spring semester and three available in the fall semester. Finally, it should be noted that February 2017 had an increase in departures compared to previous years. This could be due to the increased number of study abroad options now being provided by CIEC. Figure 2 also provides evidence that the majority of students (56%) are choosing to study abroad in the longer term, 10 -12 month programs.

Section 2: Student preparedness for study abroad

Section 2 (Q.8-14) examines the student's perceptions of how prepared they were for their study abroad experience prior to departure. These questions deliberately targeted the topics taught in the PSE Study Abroad course (PSE Students) with the aim of measuring perceived differences in preparation by comparing these results with students who did not take the PSE Study Abroad course (Non-PSE Students).

The first question in this section looked at how well the students felt they had prepared for their study abroad prior to their departure.

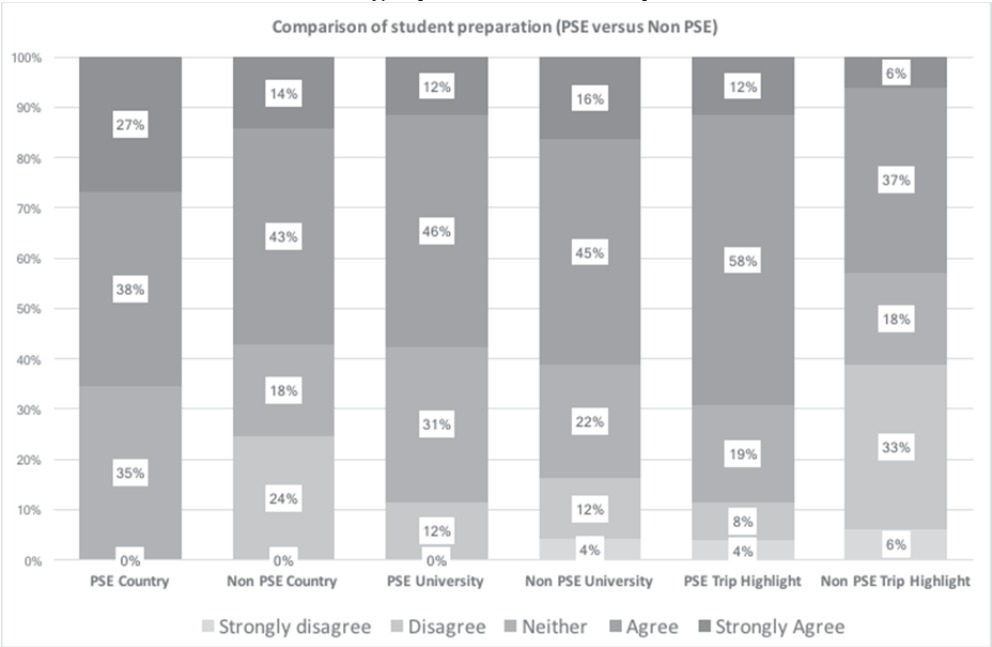
FIGURE 3
Student Preparedness Prior to Departure



Using percentages to allow for a comparison, the student responses to this question support the idea that the PSE Study Abroad course has resulted in an increased perception of preparedness prior to departure. In particular, the percentage of PSE Study Abroad students who agreed that they felt prepared was

appreciably higher (73%) than for those students who had not taken the course (47%). In addition, the percentage of students who disagreed with this statement was similarly much higher for those students who had not taken the course (31%) compared to those who had (8%). This result validates the effectiveness of the course in both preparing the students for their study abroad and also minimizing the number of students who do not feel prepared. However, could this result have been achieved by student participation in any course designed to prepare students for study abroad? By comparing the responses to questions 9 – 14, which examine the individual topics that comprise the PSE Study Abroad course, the effectiveness of these components on the students' study abroad preparation can be determined. The examination of these comparisons should provide an indication as to what degree the components specifically taught in the PSE Study Abroad course have achieved their goals of improving student preparation for studying abroad.

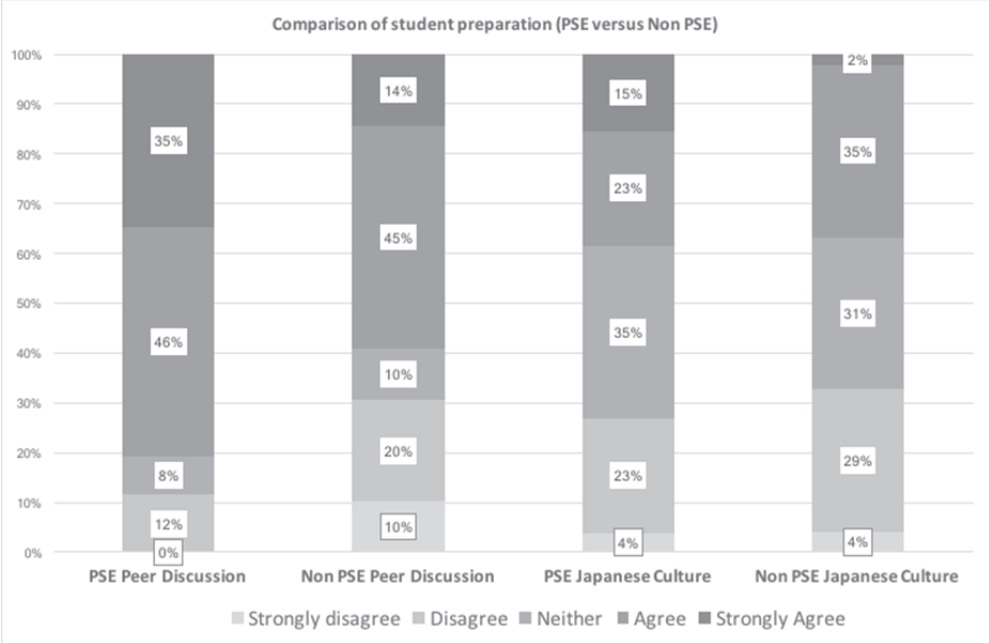
FIGURE 4
Student Preparation for the Destination Country, University and Travelling Options Prior to Departure



This chart compares the student's responses to the three statements; *Q.10 I did a lot of research about my study abroad country before I departed*, *Q.11 I did a lot of research about my study abroad university/ organization before I departed*, and *Q.12 I did a lot of research about the places I wanted to visit during my study abroad before I departed*. Each of these questions reflects a different aspect of the first section of the course in which students are required to do research about their destination country, their destination university and also, what possible activities they can experience and locations they can travel to while they are studying abroad.

This chart indicates that a greater percentage of PSE students felt they had done more preparation for their destination country (Q.10) and travel options (Q.12) than the Non-PSE students. In addition, the fact that no PSE student felt they were unprepared (Disagree or Strongly Disagree) for their destination country, indicates that this facet of the course was successful when compared to the 24% of Non-PSE student's who indicated they were mildly unprepared (Disagree). By contrast the results of the student's preparation for their destination university (Q.11) shows very little difference between the PSE and Non-PSE students. This suggests that either this section of the course has not been effectively taught or that the Non-PSE students prepared equally well for their destination universities and did not need the PSE course to assist them. The relatively high amount of preparedness indicated by all the respondents (58% PSE and 61% Non-PSE), suggests the latter to be more likely.

FIGURE 5
Student Preparation for Discussing Japanese Culture and Discussion with
Students with Study Abroad Experience Prior to Departure

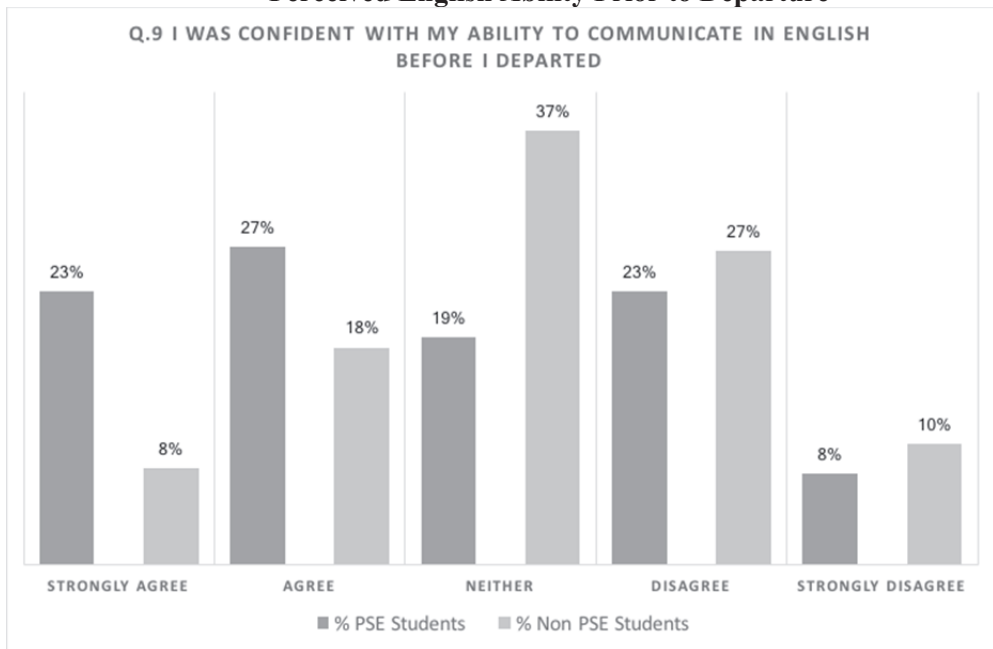


There was a large difference between the PSE (81%) and Non-PSE (59%) students with regard to having discussed studying abroad with an international student or Japanese study abroad returnee. This result confirms that the opportunity to ask questions of international and study abroad returnee students in a formal setting for PSE students', which was provided by the PSE Study Abroad course, provided a resource that many of the Non-PSE students did not have or could not get access to. The effectiveness and value of providing this study abroad resource, as part of the course, will be further discussed in Section 4.

Despite a significant proportion of the course focusing on the topic of Japanese culture, there is no real difference between the preparedness of the

students to discuss Japanese culture, with PSE students at 38% and Non-PSE students at 37% agreeance (Figure 5). Furthermore, in general a large proportion of the students (PSE 27%, Non-PSE 31%) indicated a relatively low level of preparedness to discuss Japanese culture. This indicates that despite efforts to improve student understanding of Japanese culture this section of the course could be improved.

FIGURE 6
Perceived English Ability Prior to Departure



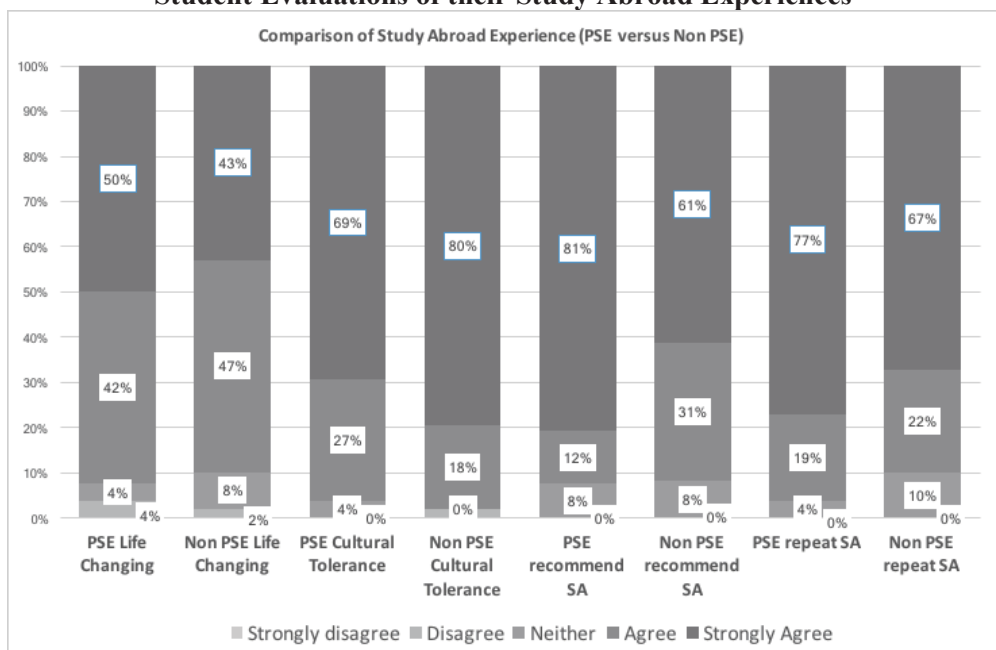
This question was not specifically aimed at a particular component of the PSE Study Abroad course because there was no direct attempt to improve the students' English levels with regard to TOEFL or IELTS test scores. However, the question is important because one of the mandates of the original project was to improve student English test scores. It should be noted that the PSE course by definition is Project-Based and therefore is taught using a more student-centered and content-based approach to language learning, which means that test taking instruction is inappropriate. Any improvement in the student's perceived English ability occurred due to the requirement for the students to always use English in class during the execution of their assigned class activities, such as group discussions and project work. Despite this, Figure 6 indicates that the PSE students (50%) were more confident of their English abilities than the Non-PSE students (26%). One explanation for this result can be attributed to the fact that a minimum TOEIC or TOEFL score was required for students to enroll in the PSE Study Abroad course, meaning their levels of English were already relatively high. Alternatively, it is also possible that the requirement for the students to use English in class combined with their interaction with international students as part of the

course, may have provided the students with the additional confidence indicated by this result.

Section 3: Students' perceptions of their study abroad experiences

Section 3 was concerned with the students' perception of their study abroad experience. Questions 15 -19 looked at how the students viewed their study abroad experience, such as: how memorable the experience was, how it affected their intercultural understanding and how much this experience motivated them to travel again or recommend studying abroad to others. Question 20 was used to divide students into questions (Section 4) designed for students who had participated in the PSE Study Abroad course and questions (Section 5) for those who had not.

FIGURE 7
Student Evaluations of their Study Abroad Experiences

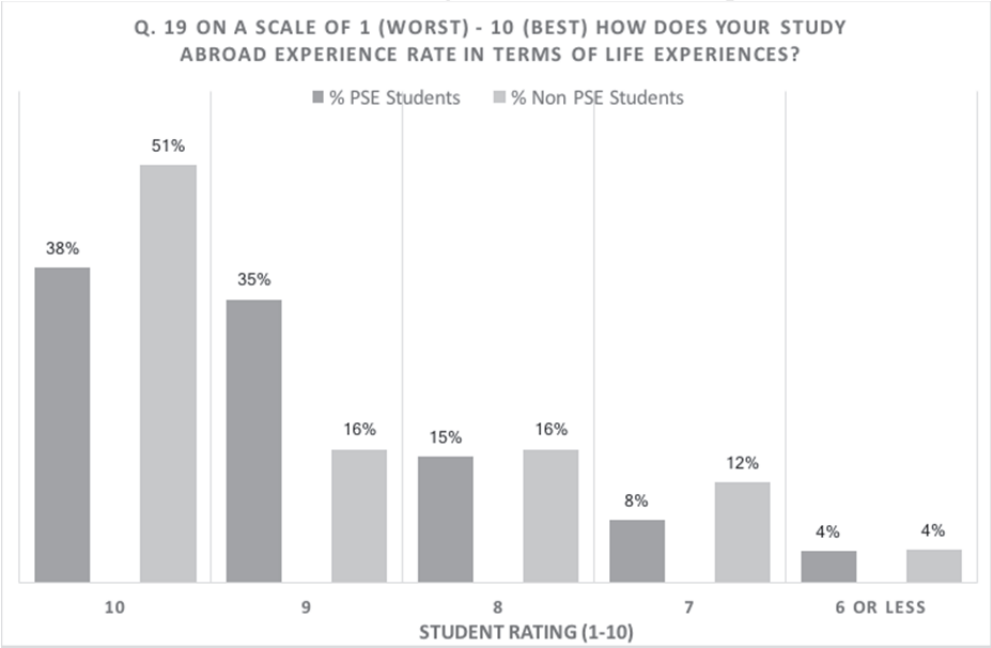


A series of questions (Q.15 – 18, Appendix 1) were asked to determine how the students were affected by their study abroad experiences. The majority of students indicated their study abroad was a life changing experience. However, the very small difference between the PSE (92%) and Non-PSE (90%) students indicated that the PSE course had little or no impact on this outcome, suggesting that this is due to the study abroad experience itself. With regard to cultural tolerance, most students indicated that their intercultural development had increased as a result of their study abroad experience. It was interesting to note that the Non-PSE students indicated a stronger positive response to this question than the PSE students. This could be a result of the PSE students already having a relatively high intercultural development prior to their departure. One way to determine this effect more accurately in the future would be to measure students' intercultural development pre- and post-study abroad.

The extremely strong result in this survey question supports research asserting the positive effects of studying abroad on intercultural development (Bennett, 2009; Kitsantas & Meyers, 2001). However, the single item used in this survey is an insufficient measurement of student intercultural development. Therefore, this aspect of the study abroad experience would be worth further investigation using more detailed intercultural development measurements such as the Intercultural Development Inventory (IDI) (Hammer, 2011) or the Cross-Cultural Adaptability Inventory (CCAI) (Kelley & Meyers, 1993) to measure changes in the pre-course, post-course/pre-sojourn, and post-sojourn intercultural development of the students.

The final two questions displayed in Figure 7 ask the students if they would recommend studying abroad to a friend (*recommend SA*) or if they would like to go again if offered the opportunity (*repeat SA*). These questions were asked to determine if student recommendations could be used to improve the recruitment of students to study abroad programs. The results of this survey suggest that the majority of students who have experienced studying abroad would recommend it to other students and in addition that they would also be likely to reapply if given the opportunity. This indicates that students who return from a study abroad experience would be valuable aids if recruited for the purpose of helping promote the study abroad program.

FIGURE 8
Student Evaluation of Study Abroad as a Meaningful Life Event



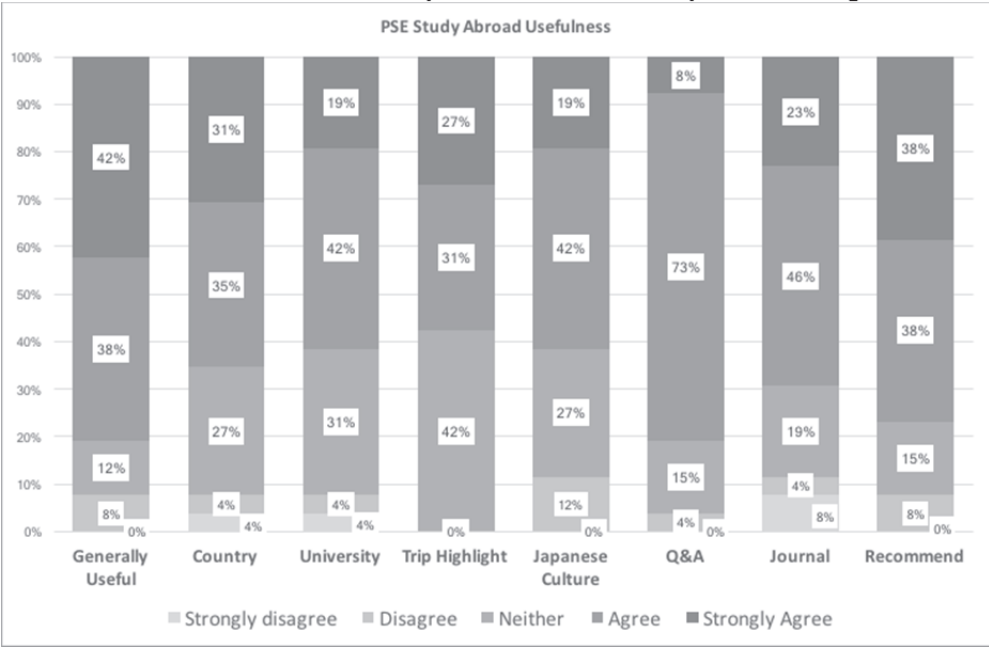
In this survey question students were asked to rate their study abroad experience relative to all other life experiences, with 10 being one of the best experiences in their life and 1 being one of their worst experiences. Study abroad

was rated as, the best life experience (10) by 47% of all students, and as being above 8 by 81% of all students, suggesting that the study abroad experience was a memorable and enjoyable life experience for the majority of students. There did not appear to be any large difference between the PSE and Non-PSE students suggesting the experience was independent of the PSE Study Abroad preparation course. However, the experiences of a study abroad program are the culmination of many variables and it is therefore overly presumptive to assume that the PSE course had no effect on the students' experiences. In Section 4, the students were asked to evaluate how useful each component of the PSE Study Abroad course was to their individual study abroad experience. These questions were intended to provide a more accurate indication of the PSE course's effectiveness in improving the study abroad experience.

Section 4: Perceived usefulness of the PSE Study Abroad course

Section 4 (Q.21-29) was intended to determine how effective the students' thought the overall course, and also the individual components of the course, were to their study abroad experience. Section 4 of the survey was answered by the 26 respondents who indicated they had completed the PSE Study Abroad course.

FIGURE 9
Usefulness of PSE Study Abroad to the Study Abroad Experience



The students indicated that they felt the PSE Study Abroad course was either very useful (42%) or useful (38%) to their study abroad experience suggesting that overall the course had a positive influence on their study abroad experience. On the other hand, there were still some students who indicated that the course had either, no influence (12%), or a negative influence (8%) on their study abroad experience, suggesting there is room for improvement.

The majority of students indicated that the preparation done for the destination country (66%), the destination university (61%), and the trip highlight (58%) were useful during their study abroad. These results indicate that the inclusion of these three topics in the course are benefiting the students during their study abroad and should remain in the course. Nevertheless, there are still students who feel that this part of the course did not benefit their study abroad experience indicating the need to explore alternative methods of instruction that will help all students.

The Japanese culture aspect of the course was considered useful by 61% of the students (Strongly Agree or Agree), a value that appears to contradict an earlier response by the same students in which only 35% (Figure 5) of the students indicated that they had not prepared for the Japanese culture aspect prior to departure. One explanation for this apparent contradiction could be that even though they found the Japanese culture section of the course useful, it resulted in a greater realization by many students that their knowledge in Japanese culture was insufficient. This increased cultural self-awareness is possibly what Bennett (2009) was referring to when he described intercultural learning as requiring a “mental baseline” (p. 4). This further strengthens the justification for including the Japanese culture section, however based on the students’ perceived lack of preparation in this area, perhaps the Japanese cultural content could be delivered in a better way.

The response to the Q&A activity is unusual because 81% of the students considered it to have been useful for their study abroad experiences, however the majority of those responses (73%) considered it only moderately useful (Agree) as opposed to very useful (Strongly Agree). Despite this reservation the overall positive feedback in this survey suggests that the Q&A is a valuable activity that adds to the students’ study abroad experience and should be retained in the course.

The Study Abroad Journal kept by students is designed to be an information resource that they can use as a receptacle for the useful information they collect during the course, which can then be taken with them for reference during their study abroad. Although the number of students who actually take the journal with them is unknown, this survey validates the inclusion of this workbook in the course with 69% of students indicating they found it useful for their study abroad. This positive student response to the study abroad journal also supports the development of a digital version of the study abroad journal. A digital version of this tool was previously contemplated and investigated with the hope that being online it would be a more flexible and accessible tool during the student’s study abroad. Unfortunately its use required additional time for student instruction in a new digital technology and a subsequent sacrifice of class time from one of the other course activities. Despite this constraint, the strong positive student response to the study abroad journal in this survey suggests the idea of creating a digital version should be revisited.

The last question depicted in Figure 9 asked students if they would recommend the PSE Study Abroad course to other students, that is, did the students consider the course valuable enough to recommend it to their friends? This received a strong affirmation with 76% of the respondents agreeing they would be willing to

recommend the course. This result strongly supports the idea that students find this course valuable and that it improved their study abroad experience.

Section 5: Reasons for not taking the course

Section 5 only contained one question (Q.21), which was aimed at determining why students did not take the PSE Study Abroad course. The 48 survey respondents who did not take the PSE Study Abroad course prior to their study abroad sojourn responded to this question.

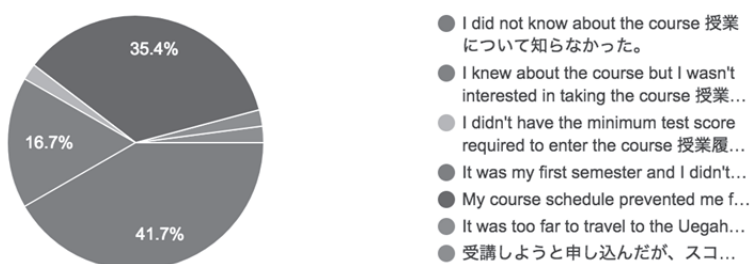
FIGURE 10
Reasons Why the Students Did Not Take the PSE Study Abroad Course

Q. 21 Why didn't you choose to take Study Abroad course before you went on your study abroad?

留学前にStudy

Aboardの授業を履修しなかった理由は何ですか？

48 responses

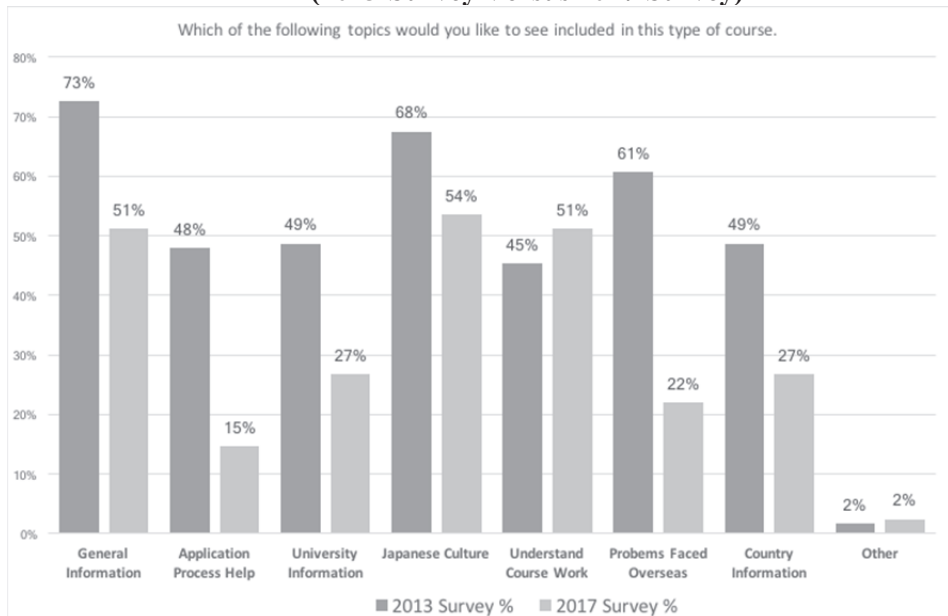


The answers to this question varied, however the two most common responses were that the time when the course was offered conflicted with the student's timetable (35.4%), or that the students did not know about the course. Regarding the first problem, unfortunately, this course is only offered twice in the spring and three times in the fall semester and therefore conflicts will inevitably occur. In order to maximize the number of students who can do the PSE Study Abroad course future scheduling should be done in consultation with the School of International Studies and the Humanities faculty because these are the source of the majority of students enrolling in this course (see Figure 1). Regarding the second problem, the fact that the majority of students who did not take this course (42%) did not know it existed is both a big problem and also a huge opportunity. Better methods of advertising the course need to be sought and implemented to ensure that every student at KGU who desires to study abroad is aware of the opportunity to do this course. Finally, the third largest group of respondents was the 17% who knew about the course but decided they did not want to do it. Possibly these students had previous study abroad experience and felt they did not need any help preparing for their sojourn.

Section 6: Non-PSE participant feedback on desired course topics

Section 6 targeted the forty-one Non-PSE students who indicated they did not do the PSE course for reasons other than lack of interest in the course (Figure 10), and asked them to select from a provided range of option all content that they would have liked to have had in the course. The resulting responses to this question were then compared to the results of the same question asked in the original 2013 survey.

FIGURE 11
Topics Students Want in the PSE Study Abroad Course
(2013-Survey Versus 2017-Survey)



The key difference between the two sets of responses depicted in Figure 11 is that the 2013 survey was conducted with students prior to their departure for studying abroad. By comparison, the 2017 survey was conducted with students after they had returned from studying abroad. This is an important difference because the students who have participated in a study abroad program are more likely to understand what topics would have been most useful to them during their stay overseas. This difference is best illustrated by the large gap between the responses to the two items *Application Process Help* (48% versus 15%) and *Problems Faced Overseas* (61% versus 22%). Both of these issues would be the source of anxiety for a student leaving for studying abroad, however clearly those students who returned did not consider them to be large problems. However, by contrast, the importance returnees placed on wanting help to do coursework while studying abroad (51%) was the second most desired topic, compared to the departing students who rated this as the least desired topic for inclusion in the course (45%).

This result justifies the inclusion of a time management theme in the PSE Study Abroad course.

Finally, the topics of *general information about the destination country* and *Japanese culture* were considered by the 2017 survey participants, as the most desired topics for inclusion in the PSE Study Abroad course. This result was similar to the 2013 survey results suggesting that even after studying abroad, unlike the topics of *Application Process help* and *Problems Faced Overseas*, these topics were still considered by the returning study abroad students as the most useful topics for inclusion in a study abroad course.

DISCUSSION

As previously stated, the purpose of this research is to determine if the course aims proposed in 2013 have been achieved and what future changes can be made to improve the course post-2017. Therefore, in order to answer these two questions, each project aim will be examined with reference to the survey results.

The first requested aim was to “encourage more students to ‘try’ to go abroad” (J. Okabe, personal communication, April 19, 2013). One of the initial premises for the course was that if the study abroad preparation course improved the student study abroad experience, then students would be more inclined to recommend applying for a studying abroad program to their peers. It was hoped that personal recommendations could help drive increased student participation in study abroad programs. While the achievement of this goal is not explicitly reflected in the results of the survey, Figure 5 does support the premise that students who participated in the PSE Study Abroad course are more inclined to recommend studying abroad to their friends compared to the Non-PSE students. That said, a second survey which specifically addresses the influences on the students’ reasons for studying abroad would be required to determine if this increased inclination to recommend studying abroad actually manifests in a greater number of students choosing to study abroad. Finally, as previously suggested in Section 3, returnee students are a valuable resource of enthusiasm and should be enlisted to help in promoting study abroad programs to fellow students.

Another stated aim requested of this course was to “push up English ability” (J. Okabe, personal communication, April 19, 2013). This request intimates that student test scores should improve as a result of the course instruction. As previously discussed, the original description for this course was for it to take a project-based and active learning approach to teaching study abroad. This pedagogical approach to language instruction is at odds with the more instructional teacher-centred approach that test instruction requires and thus no test taking skills were taught as part of the course. Despite this, the survey does suggest that a greater percentage of students who took the PSE Study Abroad course were confident of their English abilities prior to departing for studying abroad than those Non-PSE students who did not take the course (Figure 6). This assertion can only be validated via access to the student test scores prior to their study abroad. Unfortunately, this information is not available, but the question of how the English abilities of the students are affected through this course is worth further investigation in a future study.

The stated aim for the course to “prepare the students with practical skill and knowledge for studying abroad” (J. Okabe, personal communication, April 19, 2013), is the goal that is most comprehensively answered by this survey. Based on the results detailing student preparedness in Section 2 and usefulness of the PSE Study Abroad course in Section 4, it is asserted that the PSE Study Abroad course improved the students’ preparation in both practical skills and the students’ acquisition of knowledge about study abroad. The results from Section 2 of the survey clearly demonstrate that students who participated in the PSE Study Abroad program perceived themselves to be generally more prepared for studying abroad than students who did not take the course (Figure 3). In addition, the PSE Study Abroad students also felt more prepared than the Non-PSE students in the specific areas of: knowledge of their destination country, knowledge of possible travel and events within the country (Figure 4), knowledge of Japanese culture, and their having sourced knowledge from peers with study abroad experience (Figure 5).

A second significant benefit of the PSE Study Abroad course was that in addition to improving the students’ preparation to study abroad, the survey results also indicated that the course resulted in far fewer students feeling unprepared for study abroad. This was true for both the overall student preparedness as well as the individual components of the study abroad experience. This overall increase in perceived student preparedness of the PSE students compared to the Non-PSE students suggests that the PSE Study Abroad course is effective in increasing student preparation and therefore their confidence for their study abroad sojourn.

The results from Section 4 reinforce the assertion that the PSE Study Abroad course improved the students’ preparation for studying abroad. The majority of students (80%) indicated that they felt the course had been useful in improving their study abroad experience (Figure 9). Similarly, all the components of the PSE Study Abroad course were considered by the majority of students (ranging from 60-80%) to have been useful in improving their study abroad experience. These results support the decision to include these topics in the original course outline and justify their continued use in pursuing the aims of the course.

The feedback in Section 6, regarding which topics students would like to include in a study abroad course similarly supports the selection of the topics used in this course since 2014. In particular the decision to include the time management component is justified because of the relatively high desire for its inclusion received from the returnees. While this component was rated as least desired to be included, by student’s departing for study abroad, it was rated as the second most desired by students returning from studying abroad. This suggests that the returnee students, who did not participate in the PSE Study Abroad course, found they needed better time management skills and help with their overseas university course loads. Unfortunately, the usefulness of the time management aspect of the course to the study abroad experience in Section 4 was not evaluated due to the intermittency of its inclusion in the course. That is, the topic could not be included during the fall semester due to the shortened nature of the semester because of the university festival. In addition, several spring semester courses also could not include the time management section because of class cancellations due to typhoons and other external events. Because of the intermittency of its inclusion there were no

questions related to its usefulness included in the survey. However, the importance of this topic to returnees as indicated by Figure 10, suggests that a future survey should include a question to evaluate the usefulness of the time management section of the course to the PSE Study Abroad students' study abroad experience.

It was not possible to assess the final aim, that is, "to encourage more students to go on longer study abroad programs; i.e., longer than 6 months, specifically targeting the one year programs" (J. Okabe, personal communication, April 19, 2013), using this survey due to the lack of questions designed to evaluate this aspect of the project. Thus, any future survey conducted to measure the success of the PSE Study Abroad course should include questions that capture this final aim of the program. In addition, the information captured through these questions should be corroborated with triangulation of study abroad participant statistics obtained from CIEC.

One project aim that was not directly stated in the original project brief was to improve the students' intercultural development. Despite its omission, this course aim is implicit due to its inclusion in the Global 30 program. That is, the overarching purpose of the MEXT grant, from which the PSE Study Abroad program originated, was to increase student global mindedness and produce Global Citizens. Therefore, the course should also aim to increase the intercultural development of the student's in preparation for their study abroad experience. Although participation in studying abroad itself is shown to result in increased intercultural development, it would be useful to determine to what extent the Japanese culture section of the course facilitates this process. The Japanese culture section was included both at the students' request, based on the 2013 survey results, and also based on the need to improve students' intercultural understanding prior to their study abroad. The results of both surveys indicate that both pre-departure and Non-PSE post-sojourn students consider Japanese culture to be the most important inclusion in the Study Abroad course. This means that students are worried about their Japanese cultural knowledge before they leave to study abroad and that this worry is also considered to be a weakness after returning from studying abroad. The effectiveness of the PSE Study Abroad in addressing this concern is unclear. Although the majority of students (61%) who participated in the PSE Study Abroad course consider the current approach to Japanese cultural instruction effective (Figure 9), the validity of this result is somewhat uncertain due to the relatively large number of students (27%) who felt underprepared to discuss Japanese culture during their study abroad (Figure 5). As previously proposed, this apparent contradiction could be explained by an increased awareness of their lack of Japanese cultural knowledge on behalf of the PSE students that has resulted in a stated under preparedness in the survey. Alternatively, this could indicate a weakness in the current activity used to provide instruction in Japanese culture, which would therefore require exploring alternative approaches to Japanese culture instruction.

In order to determine how effective the PSE Study Abroad course is in improving student intercultural development a more comprehensive research project that focuses specifically on this aspect of the course needs to be carried out. Such a study should employ well-established methods to measure the students'

intercultural development, such as the IDI or CCAI. In order to clearly differentiate the effect of the course from the effect of the study abroad experience, the selected survey should be administered in three stages; prior to the course, prior to the study abroad sojourn, and after the study abroad sojourn. Furthermore, if the same questionnaire is also administered to the Non-PSE study abroad participants, then the effect of the course as a facilitator of intercultural competence could be determined.

LIMITATIONS

While this survey does provide a useful overview of student perceptions regarding the important issues facing study abroad students, and the usefulness of the PSE Study Abroad course in addressing these issues, there are several limitations to the strength of the conclusions that have been made.

Firstly, the sample size was a relatively small and self-selected group of respondents in comparison to the total number of students who studied abroad during this period. Similarly, only 26 out of a possible 205 students that participated in the PSE Study Abroad course responded to the survey. This means that the results of the survey cannot be used to provide statistically significant conclusions regarding the effectiveness of the course. It would have been ideal if every student who had participated in the PSE Study Abroad course had responded to the survey. Unfortunately, this was not possible due to the inability to contact many of these students because they have already graduated since returning from their study abroad programs. It is suggested that to improve the PSE Study Abroad course going forward it would be useful to set up a register of the students' departure and return dates and implement a standard post-return survey of these students to better capture their experiences.

Secondly, it became evident during the analysis of this survey that several areas of the student experience have not been captured and thus require further exploration. These include; the degree of English students acquire in the course and during study abroad, the improvement of intercultural development acquired by the students, how useful the time management section of the course is to students during their study abroad experiences, and to expand on the reasons why students felt they were unprepared for discussing Japanese culture during their study abroad.

Finally, many students who did not take the PSE Study Abroad course indicated that they did not know about the course. Therefore it would be useful to develop additional questions that will determine why they did not know about the course. This will help identify better methods for ensuring every student who wishes to study abroad is aware of their opportunity to improve their study abroad preparation via the PSE Study Abroad course.

CONCLUSION

The 2017 survey indicates that the Project-Based Seminar in English Study Abroad course is achieving most of the aims originally requested in the 2013 project outline. In particular, the majority of PSE students assessed their knowledge and preparation for study abroad as more improved compared to students who did not take the course. In addition, the majority of the PSE students indicated the

individual topics that comprised the course were useful during their study abroad experience. Similarly, more PSE students considered their English levels ready for studying abroad compared to students who did not take the course and they were more likely to recommend studying abroad to other students. However, the survey also indicated that the course is by no means perfect, with some students who indicated they felt it did not adequately prepare them for their study abroad experience.

This survey also reinforces the profound effect that studying abroad can have on a student's life with the vast majority of students indicating it was a life changing event of great personal significance that improved their global mindedness. Therefore, it is important that whenever possible every student should be encouraged to seize the opportunity provided by KGU to study abroad. Furthermore, because the PSE Study Abroad course appears to enhance the students' preparation, and therefore their subsequent study abroad experience, this course should be made available to as many students as practicable. Unfortunately, there was evidence that the course is not being advertised well enough across the university. This represents an opportunity to increase the number of students who enroll in the course and allow them to also benefit from the improved preparation for their study abroad experience that this study suggests the course will provide.

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APPENDIX: 2017 Survey Questions

Study Abroad Returnees Questionnaire 2017

留学帰国者へのアンケート

In 2014 Kwansei Gakuin University's Language Center, began a once-per-week, Project-based Seminar in English(Study Abroad) with two credit. Now it is 2017, and we would like to get student feedback about your study abroad experience to determine how effective this course has been in helping students. Could you please take 10 -15 minutes to answer the following survey.

関西学院大学 言語教育研究センターでは、2014年度からProject-based Seminar in English(Study Abroad) (週1回/2単位) を開講してきました。

2017年度現在、この授業が留学支援としてどの程度学生の役に立っているか調査するため、留学経験者の皆さんのフィードバックを頂きたいと思いますので、以下のアンケート (10～15分程度) にお答え下さい。

この調査はProject-based Seminar in English(Study Abroad)を履修後に留学にされた方、履修せずに留学された方の比較調査を行うため、授業を履修されていない方もご協力をお願いします。

*Required

Background Information 基本情報

(Q.1 - 7) This is general information about the participant that will help analyse the needs of study abroad students.

Q.1-7は留学プログラム参加者についての基本情報に関する質問で、留学経験者のニーズを分析するための項目です。

1. Q.1 Name 名前

You don't have to answer this question if you wish to remain anonymous.
匿名で回答希望の場合は空欄でも可です。

2. Q.2 How old were you when you departed to study abroad? 留学に行った時の年齢 (複数プログラムに参加した場合、最も長いプログラムに参加した時の年齢を回答してください。) *

Please select the correct box.

Mark only one oval.

- ☐ under 18 18歳未満
☐ 18-19 18歳以上-19歳未満
☐ 19-20 19歳以上-20歳未満
☐ 20-21 20歳以上-21歳未満
☐ 21-22 21歳以上-22歳未満
☐ over 22 22歳以上

3. Q.3 What is your faculty? 学部名 *

Please select your faculty from the list below.

学部名を選択して下さい。

Mark only one oval.

- ☐ School of International Studies 国際学部
☐ School of Policy Studies 総合政策学部
☐ School of Humanities 文学部
☐ School of Economics 経済学部
☐ School of Business Administration 商学部
☐ School of Law and Politics 法学部
☐ School of Human Welfare Studies 人間福祉学部
☐ School of Theology 神学部

☐ Others その他

4. Q.4 Which year of study were you in when you departed for study abroad?

留学に行った時の学年 (複数

Details of your study abroad experience 留学経験の詳細

Please provide details about your experience to best of your ability.

できる限り詳しく回答して下さい。

5. Q.5 What is the longest study abroad program you have taken at KGU?

留学の留学プログラム

でどの留学プログラムに参加しましたか？ *

Write down the details of the study abroad program you went on. (Country & University/ Organization) NOTE: Please answer all following question based on your answer to this question. 参加した留学プログラムの詳細について記入してください。今後の質問には、ここに記載した留学経験に基づいて回答してください。（国名&大学名または機関名） 例) 交換留学 ノルウェー オスロ大学

6. Q.6 When did you depart for study abroad?

いつ留学に出発しましたか？ *

If you can't remember the day please just write the 1st day of the month you left. e.g. if you left in August, then write: 1, August, 2014
詳細な日付を覚えていない場合、その出発月の1日付けで入力してください。
例) 2014年8月出発で出発日を覚えていない場合、2014年8月1日と記入。

Example: 15 December 2012

7. Q.7 How long was the study abroad program you went on? か？ *

どれくらいの期間留学しました

What period of time were you overseas, please select the most appropriate box.
さい。

あなたが留学していた期間に当てはまるものを選択して下さい。

Mark only one oval.

- ☐ Less than 2 months 2ヶ月未満
☐ 2 months - 5 months 2ヶ月以上5ヶ月未満
☐ 5 months - 12 months 5ヶ月以上12ヶ月未満
☐ More than 12 more months 12ヶ月以上

Preparation for your study abroad experience て

留学準備について

(Q.8 - 14) These questions are designed to find out how prepared you felt before you left for study abroad and also to evaluate your study abroad experience.

Please just choose the answers that most closely match your opinion.

Q.8-14はあなたが留学前、留学に対する準備がどの程度できていると感じていたか、また、あなた自身が自分の留学経験をどう評価しているかに関する質問です。

あなたの考えに最も近いものを選択してください。

8. Q.8 Overall I think I was generally well prepared for my study abroad before I departed Japan.

留学出

発時、留学に対する準備が既に十分できていた。 *

When you departed for your study abroad were you satisfied with how much preparation had you done for your trip? Were you confident you understood the country and the course you were going to? Please select the answer that best reflects your agreement or disagreement with this statement.

留学出発前、どの程度留学に対する準備

ができていたと感じていましたか？

留学先の国や参加するコースに対して十分に

理解していましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly disagree 全く思わない

9. Q.9 I was confident with my ability to communicate in English before I departed Japan.

留学

出発時、既に自分の英語コミュニケーション能力に自信があった。 *

When you departed for your study abroad did you feel your English was sufficient to communicate with native speakers (homestay family or room mates)? Please select the answer that best reflects your agreement or disagreement with this statement.

留学出発時、自分の英語はネイティブスピーカー（ホストファミリーやルームメイト）と十分なコミュニケーションをとるに足るものかと思ってい了吗？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly disagree 全く思わない

10. Q.10 I did a lot of research about my study abroad country before I departed Japan.

留学出発

前に留学先の国について十分に調べていた。*

How much research did you do about the country you were traveling to before you left Japan. Please select the answer that best reflects your agreement or disagreement with this statement.
留学出発前、留学先の国についてどの程度調べていましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly disagree 全く思わない

11. Q.11 I did a lot of research about my study abroad university/ organization before I departed Japan.

留学出発

前に留学先の大学・機関について十分に調べていた。*

How much research did you do about the university/ organization you were going to study at before you left Japan. Please select the answer that best reflects your agreement or disagreement with this statement.

留学出発前、留学先

の大学・機関についてどの程度調べましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly disagree 全く思わない

12. Q.12 I did a lot of research about the places I wanted to visit during my study abroad before I departed Japan.

留学中に訪

問したい場所について、留学出発前に十分に調べていた。*

How much research did you do about the places you could visit or the activities you could do before you left Japan. Please select the answer that best reflects your agreement or disagreement with this statement.

留学出発前、

留学中に訪問したい場所や参加したいアクティビティーに関してどの程度調べていましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly disagree 全く思わない

13. Q.13 I had talked to students with study abroad experience before I departed Japan.

留学出

発前に留学経験のある学生の体験談を聞いた。*

Did you talk to international students or Japanese students who had returned from study abroad to help prepare before you left Japan. Please select the answer that best reflects your agreement or disagreement with this statement.

留学出発前、留学準備のため

に、日本に留学に来ている学生または留学経験のある日本人の学生と情報交換をしましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly disagree 全く思わない

14. Q.14 During my study abroad I was satisfied with my ability to explain Japanese culture when asked about Japan.

留学

中、日本について尋ねられた時、日本文化を説明するための自分の知識に自信があった。*

How happy were you with your explanation when you were asked a question about an aspect of Japanese culture during your study abroad? Please select the answer that best reflects your agreement or disagreement with this statement.

留学中、日本文化について尋ねられた時、どの程度満足のいく

説明ができましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly disagree 全く思わない

What was your study abroad experience like
ようなものでしたか？

あなたの留学経験はどの

(Q.15 - 20) This section is designed to find out what your study abroad experience was like.
 Q.15 - 20は、あなたの留学経験がどのようなものであったかを問う質問です。

Your Study Abroad Experience



15. Q.15 My study abroad experience was life changing.

留学経験は人生を変えるようなものであった。

Do you feel that your study abroad experience has changed you as a person?

留学経験はあ

あなたの個性・人生観を変えたと思いますか？

Mark only one oval.

- ☐ Strongly agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly Disagree 全くそう思わない

16. Q.16 My study abroad experience has made me more accepting of people from other cultures.

寛

学をしたことにより、異なる文化的背景を持つ人をより受け入れ易くなった。*

Do you feel that your study abroad experience has made you a more global citizen? Do you understand more about other cultures and are you willing to accept different ideas?

留学をしたことで、より'グローバル'な人材'になれたと感じますか？
 以前よりも異文化を理解でき、異

なる考え方を受け入れたいと思えるようになりましたか？

Mark only one oval.

- ☐ Strongly agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly Disagree 全くそう思わない

17. Q.17 I would recommend going on study abroad to my friends.

友達に留学を勧めたい。*

If your friend or classmate asked you about doing a study abroad exchange program would you recommend for or against the experience?

友達やクラスメートから留学について聞かれたら、留学を勧めたいと思いますか？

Mark only one oval.

- ☐ Strongly agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly Disagree 全くそう思わない

18. Q.18 If I was offered the opportunity to study abroad again I would accept.

機会があればまた留学したい。*

If you could go on another study abroad exchange program would you do it?

る機会があれば、また留学したいですか？

再度留学でき

Mark only one oval.

- ☐ Strongly agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly Disagree 全くそう思わない

19. Q. 19 On a scale of 1-10 how does your study abroad experience rate in terms of life experiences?

1 (悪い) - 10 (良い) のスケールに当てはめると、留学はあなたの人生においてどういった経験となりましたか？ *

Was your study abroad a special experience that you will remember for the rest of your life?

うな、特別な経験ですか？ (3 - 10)

exciting than you were hoping for?

いたよりも期待の少ないものでしたか？ (4 - 7)

Was it a terrible experience that you did not enjoy?

るいは、楽しい・最高の経験でしたか？ (1 - 3)

Mark only one oval.

今後の人生に照るよ

Was it less

期待して

or

あ

1 2 3 4 5 6 7 8 9 10

Worst experience of my life

人生における最低の経験

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

Best experience of my life

人生における最高の経験

Questions Related to the Language Center's Project-based Seminar in English(Study Abroad) course 言語教育研究センター開講Project-based Seminar in English(Study Abroad) (以下、Study Abroad) に関する質問

These questions are designed to find out how much interest there is for the Language Center's Project-based Seminar in English(Study Abroad) course and what topic's students are interested in learning about.

以下の質問はStudy Abroadの授業・授業内容への学生の興味関心を問う質問です。

20. Q.20 Did you take the Language Center's Study Abroad course before leaving to study abroad?

質問

留学前に、言語教育研究センター開講Study Abroadを履修しましたか？ *

Mark only one oval.

☐ Yes はい Skip to question 21.

☐ No いいえ Skip to question 30.

Questions about the study abroad course する質問

Study Abroadの授業に関

(Q.21 - 29) These questions are designed to find out how the study abroad preparation course influenced your study abroad experience. Please provide the answer which most accurately reflects your opinion.

Q.21 - 29はStudy Abroadの授業があるあなたの留学経験にどの程度影響を与えたかを知るための質問です。あなたの考えに最も当てはまるものをひとつ選択してください。

Kwansei Gakuin
Language Center



21. Q.21 In general the Star course was useful in helping me prepare for my study abroad.

Study Abroadの授業は總じて留学準備にあたり役に立った。 *

Do you think the study abroad course you did before you departed for your study abroad trip improved your experience? Please select the answer that best reflects your agreement or disagreement with this statement.

留学出発前に履修したStudy Abroadの授業は、留学を有意義なものにするために役立ちましたか？

Mark only one oval.

☐ Strongly Agree 強くそう思う

☐ Agree そう思う

☐ Neither agree or disagree どちらともいえない

☐ Disagree そう思わない

☐ Strongly Disagree 全くそう思わない

22. Q.22 The information I researched about my country was useful during my study abroad

授

業を通して調べた留学先の国情報は、留学中役に立った。*

Do you think the information you collected about your target country for the study abroad course improved your study abroad experience? Please select the answer that best reflects your agreement or disagreement with this statement.

授業を通して調べた自分のターゲット国

の情報は留学をより有意義なものにするのに役立ちましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly Disagree 全く思わない

23. Q.23 The information I researched about my university / organization was useful during my study abroad.

授業を通して調べた留学先大学・機関の情報は留学中役に立った。*

Do you think the information you collected about your target university / organization for the study abroad course improved your study abroad experience? Please select the answer that best reflects your agreement or disagreement with this statement.

授業を通して調べた目標大学・機関の情報は留学をより有意義なものにするのに役立ちましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly Disagree 全く思わない

24. Q.24 The information I researched about my trip highlight was useful during my study abroad

授業を通して調べた“My Trip Hilight”の情報は留学中役に立った。*

Do you think the information you collected about traveling to one special destination for the study abroad course improved your study abroad experience? Please select the answer that best reflects your agreement or disagreement with this statement.

授業を通して調べた“My Trip Hilight”の情報は留学を有意義なものにするために役立ちましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly Disagree 全く思わない

25. Q.25 The Japanese culture project was useful for my study abroad experience.

“The Japanese culture project”は留学にあたり役に立った。*

Do you think the information you collected for the Japanese culture presentation part of the study abroad course improved your study abroad experience? Please select the answer that best reflects your agreement or disagreement with this statement.

授業で実施したJapanese Culture Presentationのために収集した情報は留学を有意義なものにするために役立ちましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly Disagree 全く思わない

26. Q.26 The Q&A session with international students and KGU returnees was useful for my study abroad experience.

留学へ留学中

の学生・留学経験のある留学生とのQ&Aセッションは留学にあたり役に立った。*

Do you think the Q&A event with the international students and Japanese returnees improved your study abroad experience? Please select the answer that best reflects your agreement or disagreement with this statement.

留学に留学中の学生・留学経験のある日本

人学生（留学生）とのQ&Aセッションは留学を有意義なものにするために役立ちましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly Disagree 全く思わない

27. Q.27 The Study Abroad journal was useful during my study abroad experience.

Study Abroad Journalは留学にあまり役に立った。*

Do you think the Study Abroad Journal used to collect all of your information during the study abroad course improved your study abroad experience? Did you take it with you and use it? Please select the answer that best reflects your agreement or disagreement with this statement.

授業で集めた情報をまとめたStudy

Abroad Journalは留学を有意義なものにするために役立ちましたか？また、ジャーナルを留学先に持参し、使用しましたか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly Disagree 全く思わない

28. Q.28 I would recommend the study abroad course to other KGU students who want to study abroad.

留学

に行きたいと考えている学生にStudy Abroadの授業を推薦したい。*

Based on your experience, do you think the Study Abroad preparation course would be useful to other students who are planning to study abroad? Please select the answer that best reflects your agreement or disagreement with this statement.

あなたの授業履修経験から、Study Abroadの授業は留学を計画している学生にとって有益だと思いますか？

Mark only one oval.

- ☐ Strongly Agree 強く思う
☐ Agree そう思う
☐ Neither agree or disagree どちらともいえない
☐ Disagree そう思わない
☐ Strongly Disagree 全く思わない

29. Q.29 What additional topics would have helped you during your study abroad?

授業で取り扱ったトピック以外で、どんなトピックがある

れば留学の際、手助けになったと思いますか？

Are there any topics or skills that you would have liked to learn before you departed for your study abroad program? Please write any ideas you have that might have improved your study abroad experience.

留学出

発前に知っておきたかった、あるいは学んでおきたかったスキル・トピックはありますか？留学前に知っていれば、より良い留学のために役立つと思うアイデアがあれば記入してください。

Skip to question 33.

Reasons for not doing the study abroad preparation course

Study

Abroadの授業を履修しなかった理由

(Q.21 - 21) The following questions are designed to determine how prepared you were for your study abroad experience. Please choose the answer that most accurately reflects your opinion. Q.21はあなたがどう留学準備を進めたかに関する質問です。あなたの考えに最も近いものを選択してください。

30. Q. 21 Why didn't you choose to take Study Abroad course before you went on your study abroad?

留学

前にStudy Abroadの授業を履修しなかった理由は何ですか？

We are trying to find out why students don't choose to take this course. Please choose the answer that best expresses your reason.

Mark only one oval.

- ☐ I did not know about the course 授業について知らなかった。 Skip to question 31.
☐ I knew about the course but I wasn't interested in taking the course 授業については知っていたが、興味がなかった。 Skip to question 33.
☐ I didn't have the minimum test score required to enter the course 授業履修のために必要な英語スコアを満たしていなかった。 Skip to question 31.
☐ It was my first semester and I didn't have a test score 留学前は入学後1学期目だったため、必要なスコアを持っていなかった。 Skip to question 31.
☐ My course schedule prevented me from taking the course 他授業との兼ね合いで履修できなかった。 Skip to question 31.
☐ It was too far to travel to the Uegahara campus 上ヶ原キャンパスに違って授業を受けることが困難だった。 Skip to question 31.
☐ Other: _____

Appeal of the study abroad course

(Q.22 - 23) Because you indicated you did not know about the Study Abroad course or you were unable to take it because of other issues, we would like to know would you have taken the course if you had been given the opportunity.

Q.22 - 23はStudy Abroadの授業について知らなかった、あるいは何らかの理由で履修できなかったと回答した皆さんへの質問です。

31. Q.22 If you had been offered the chance to take the Study Abroad Preparation Course how likely would you have been to take it?
もし留学前にStudy Abroadを履修できる機会があったとしたら、どれくらい強く受講を希望したと思いますか。 *

Please choose the number that best expresses your answer.
Mark only one oval.

1 2 3 4 5

Definitely No 絶対受講しない ☐ ☐ ☐ ☐ ☐ Definitely Yes 絶対受講する

32. Q.23 Which of the following topics would you like to see included in this course. Please choose all topics that you are interested in.
この授業に含まれる次のトピックのうち、どれを受けたいと思いますか? *

This question is designed to find out which topics are considered important by the study abroad students. If there is a topic not listed below that you would like to learn about before departure please write it down in 'other'.

この質問は留学する学生にとってどんなトピックが重視されているか知るための質問です。学習したいトピックが以下に記されていない場合は、'その他'にその内容を入力して下さい。
Tick all that apply.

- ☐ General country & culture information such as, geography, climate, people, culture, art, animals, history and food etc. 留学先の国や文化に関する一般的な情報 (例・地理、気候、国民性、文化、芸術、動物、歴史、食料等)
- ☐ Help with the application process, such as, writing the proposal, interview skills, and the TOEFL iBT, IELTS tests. 出願手続きについて (例・出願書類、面接スキル、TOEFL iBTやIELTS等のテストについて)
- ☐ Better understanding of the structure of the study abroad program and institution you will be going to such as, accommodation, clubs, sports teams, campus activities, etc. 参加予定の留学プログラムのしくみや留学予定の学校および施設・機関に対する理解を深める (例・宿泊施設、クラブ、スポーツチーム、大学での活動等)
- ☐ Greater understanding of Japanese Culture, understanding a foreigners interest in Japan and being prepared to talk about those topics. 日本文化への理解を深める、外国人が日本に対して持つ興味について理解し、それについて話ができるように準備する
- ☐ Greater understanding of the course work I will have to do when I start at my exchange university 留学先で求められる授業・履修等への取り組み方について理解を深める
- ☐ Preparation for some of the problems that face study abroad students overseas 留学生が直面しやすい問題について準備する
- ☐ Specific country information such as, regions, transport, events and activities, etc. その国特有の情報 (例・宗教、交通、イベントや活動等)
- ☐ Other: _____

Skip to question 33.

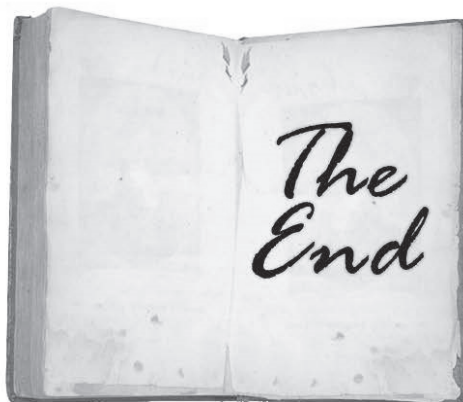
Final Comments

Thank you for participating in this survey about your study abroad experience. Do you have any final comments you would like to make to the Language Center or to CIEC? アンケートにご協力頂きありがとうございました。

言語教育研究センターやCIEC (国際教育・協力センター) へのご意見、その他コメントがあれば記入してください。

33. Q. final comments

Thank you for participating in this survey!



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